



Jesuit Mission
Planner
Foundation
Kindness



St Ignatius' Spiritual Renewal, places emphasis on the heart and generosity, the offering of oneself to God and His work.

The following unit of work is linked to Ignatian Spirituality, Jesuit Global Identities, Catholic Social Teachings, the 17 Global Goals and the Religious Education curriculum. The overall unit utilises the Ignatius Pedagogical Paradigm-(IPP)

The Ignatian pedagogical paradigm is a way of learning and a method of teaching taken from the Spiritual Exercises of Ignatius of Loyola. It takes a holistic view of the world.

The three main elements are **Experience, Reflection, and Action.**

"Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Various social groups bear disproportionate burden of poverty." Source: United Nations

Background Information

Catholic Social Teaching (CST) originates from a combination of Scripture, Tradition, and the Church's ongoing engagement with social issues throughout history. It finds its roots in the Old and New Testaments, particularly the Gospels and the writings of the Apostles. Over time, the Church has developed CST through papal encyclicals, conciliar documents, and the reflections of theologians and other thinkers.

Scripture:

CST draws heavily from biblical teachings, especially the prophetic tradition in the Old Testament and the life and teachings of Jesus in the New Testament. The concept of the "preferential option for the poor," for instance, is rooted in biblical themes of justice and compassion for the marginalized.

Tradition:

The Church's interpretation and application of Scripture, passed down through centuries of teaching and practice, forms a crucial part of



CST. This includes the writings of the Church Fathers and the teachings of later theologians.

Engagement with Social Issues:

As the Church has encountered different social challenges throughout history, it has developed CST to address those issues. A key example is Pope Leo XIII's 1891 encyclical *Rerum Novarum*, which addressed the social problems arising from the Industrial Revolution.

Papal Encyclicals and Documents:

Modern CST is significantly shaped by papal encyclicals and other Church documents that address contemporary social issues. These documents provide guidance on topics like human dignity, the common good, solidarity, and the preferential option for the poor.

Reflection and Experience:

CST is not just a set of abstract principles; it's also informed by the Church's lived experience and ongoing reflection on social realities. This includes the experiences of individuals and communities facing social challenges, as well as the insights of theologians and other thinkers.

The Ten Global Jesuit Identifiers

The ten Global Jesuit Identifiers are characteristics that define and guide Jesuit schools and institutions worldwide. These identifiers commit educational works to: 1) being Catholic and offering in-depth faith formation, 2) creating a safe and healthy environment for all, 3) educating on global citizenship, 4) the care of all creation, 5) promoting justice, 6) being accessible for all, 7) educating on interculturality, 8) being a global network at the service of the mission, 9) promoting human excellence, and 10) fostering life-long learning.

St Ignatius was Catholic.

Catholic schools support Catholic organisations.

Jesuit schools are Catholic and prioritise supporting Jesuit organisations.

Jesuit Mission are a Catholic organisation who follow the Jesuit charism.

The principal activities of Jesuit Mission Australia Limited are to raise funds for the purpose of international relief and development. As a ministry of the Society of Jesus in Australia, Jesuit Mission Australia Limited draws on the richness and depth of the Ignatian spirituality which guides and shapes how to engage with each other, how to respond to the needs of our world and how to reflect and learn from experiences. Jesuit Mission Australia Limited partners with Jesuits and other companions overseas to empower women, men and children living on the



frontiers to liberate themselves from poverty and injustice through participation in programs that build skills, capacity and resilience to live full and free lives. These programs directly or indirectly benefit the most marginalised and vulnerable communities. Funds are raised by engaging with individuals and communities who are part of the Jesuit family. This includes Jesuit supporters, volunteers, schools, parishes, and other Jesuit networks across Australia.

Unit Title	Kindness
Levels	Foundation
Duration	
Start Date	

Big Ideas	<p>What is the overall understanding that you want the students to achieve? Showing kindness helps others, and at the same time helps to surround us with love. Kindness and caring for others bring us closer to God. St Ignatius is a role model of someone who showed kindness and cared for others. Jesuit Mission shows kindness and care to people all over the world</p>
Key Concepts	<p>What are the specific areas you will be investigating in order to achieve your Big Idea? Who are Jesuit Mission and how do they serve others?</p>
Key Competencies	<p>Highlight on the below table and add those that will be focused on and assessed within this unit.</p>

Personal & Social capabilities	Organisational Strategies	Critical and Creative Thinking	Thinking Routines
<ul style="list-style-type: none"> • Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005) (Social awareness & management) Name and practise basic skills required to work collaboratively with peers (VCPSCSO006) (Social awareness & management) • Relating to others • Managing self • Participating and contributing • Collaborative Learning • Communication • Teamwork • Planning & organising • Problem solving 	<ul style="list-style-type: none"> • Brainstorming • Discussion • Mind map • Fact/opinion chart • Venn diagram • SWOT analysis • Four W questions 	<ul style="list-style-type: none"> • Interpreting • Analysing • Evaluating • Explaining • Sequencing • Reasoning • Comparing • Questioning • Inferring • Designing • Hypothesising • Appraising • Testing • Creating • Generalising • Reflecting • Generating ideas 	<ul style="list-style-type: none"> • Circle of viewpoints • See, think, wonder • Compass points • Think, pair, share • Creative questions • Circles of action • Values identities and actions

School Value Links	<p>St Ignatius modelled kindness</p> <p>We strive to be Men and Women for Others- (Pedro Arrupe)</p> <p>Justice for all-Jesuit Global Identifier no. 5</p> <p>Human Excellence- Jesuit Global Identifier no. 9</p>
Host Curriculum Area	Religious Education
Learning Outcomes	<p>By the end of this unit the students will</p> <ul style="list-style-type: none"> • understand what it means to be kind and recognise kindness in others. • demonstrate acts of kindness. • see St Ignatius as a role model of someone who showed kindness. • be introduced to the Jesuit Mission and recognise how they support people through acts of kindness.
Supporting curriculum areas	Wellbeing

Unit Overview: Theme Kindness

The overall programme will utilise the Ignatian Pedagogical Paradigm- (IPP)

The Ignatian Pedagogical Paradigm is a way of learning and a method of teaching taken from the Spiritual Exercises of Ignatius of Loyola. It is based on St. Ignatius Loyola's Spiritual Exercises and takes a holistic view of the world.

The three main elements are

Experience, Reflection and Action.

Learning Intention: Kindness.

Understand...

- It is good to be kind because it makes people happy, it helps to make friends, and it helps stop people feeling unhappy.
- Jesus taught us to love one another.
- Who was St Ignatius and why is his story important?
- St Ignatius was a man who looked to show kindness to those who needed help.
- Who are our role models of kindness?
- How can we show kindness, at home, at school in the world?

Religious Education:

Catholic Social Teachings: C.S.T.

- The Bible teaches us to look out and care for the most vulnerable people.
- The C.S.T are about trying to create a fairer and just world for all.

Highlight those that will be focused on within this unit.

These principles are not isolated but rather interconnected, forming a comprehensive vision for social justice and human flourishing. The Bible teaches us to look out and care for the most vulnerable people. It is about trying to create a fairer and just world for all.

Human Dignity	This principle asserts that every person, regardless of background, is created in the image of God and possesses inherent worth and dignity. This means respecting the life and well-being of all individuals from conception to natural death.
The Common Good	The common good refers to the sum of social conditions that allow individuals and communities to reach their full potential. It requires a commitment to

	justice, peace, and the well-being of all, especially the most vulnerable
Solidarity	Solidarity emphasizes the interconnectedness of humanity and the need to work together for the betterment of all. It calls for a commitment to justice and peace, recognizing our shared responsibility for one another.
Subsidiarity	This principle suggests that decisions should be made at the most local level possible, empowering individuals and communities to address their own needs. Higher levels of authority should only intervene when necessary
Preferential Option for the Poor	This principle highlights the Church's special concern for the poor and marginalized. It calls for policies and actions that prioritize the needs of those who are most vulnerable and excluded.
Stewardship of Creation	Catholics are called to be responsible stewards of God's creation, recognizing that the natural world is a gift to be protected and cared for. This includes promoting environmental sustainability and addressing issues like climate change.
Participation	Everyone has a right and responsibility to participate in society, contributing to the common good and working for the betterment of their communities

Prayer and Scripture opportunities:

Jesuit Mission scriptural inspiration

'I came so that they might have life and have it more abundantly' John

10:10

St Teresa's Prayer.

See the scripture references at the end of the unit.

Jesuit Mission Project links:

- Jesuit Mission seeks to be kind by helping people in need.
- Focus on an introduction to several projects related to Water, Education and Nutrition.

Suggested Learning Activities:

Engaging the Students: Kindness:

I am learning that it is good to be kind because it makes people happy, it helps to make friends, and it helps stop people feeling unhappy.

Provide a scenario that depicts a kind act e.g. Somebody dropped their pencil and a classmate picked it up for them. Somebody was sad as they had no-one to play with and a classmate offered for them to join in their game. If you can use an actual example from the classroom, it would be more relatable.

Discuss: What word would we use to describe what the classmates did? Accept other words and elicit the word, 'kind'.

Alternatively/or use both, show the PowerPoint, Helping our Friends at School.

View <https://www.youtube.com/watch?v=-nlzjPnNfrU>

Or read the book version, *Kindness Starts With you* by Jacqueline Stagg.

Discuss: In any of the example scenarios, how do you think the act of kindness made the children feel?

Keep a list of words to complete the following sentence

- Being kind makes us feel ... and make a classroom display.

What other ways can we see or show kindness?

Make a list of suggestions under the following headings,

- Ways we can be kind in the classroom,
- Ways we can be kind in the playground,
- Ways we can be kind at home or at the park.

Experience and Exploration Kindness Sticks

Teachers write the following on icy pole sticks and place in a tin/bucket for students to select one each.

- One kind thing I can do today is ...
- I can be kind to an animal by ...
- If I see someone sad I will...
- A kind word I can say to a friend is...
- I can be kind to my family by ...
- One way I can be kind to the environment is ...
- If I see someone being unkind I can ...
- I can show kindness in the classroom by ...
- I can show kindness to someone in the playground by ...
- I can show kindness and smile at ... today.

- My friend shows kindness to me by ...
- A job I can do to be kind is ...

Think, pair & share.

- Sit students in a 'Kindness Circle' and having selected a kindness stick individuals share responses with a partner and then with the class. (Assess.)
- Have students choose one of the acts of kindness and **draw an illustration.**
- **Create a kindness wall/tree** (Jubilee Companion Tree as per 2025 The Pilgrims of Hope Tree display) with examples of acts of kindness nominated by the children.
- After play break, **sit and share acts of kindness** that were witnessed in the playground (these can be from students/teachers/nurse students in other classes). Use e.g. sticky post it notes to put names next to the acts of kindness.
- **Discuss:**

Who are the people you know who show kindness to others?

Complete the attached worksheet by drawing a matching picture e.g. My mother/father/teacher is kind because she ...(Assess)

Assessment activities

Complete the attached worksheet by drawing a picture under the following headings, I can be kind to my family, I can be kind to my friends, I can be kind to the environment.

- Act out scenarios from the World Kindness Role-play Cards (included). (Assess)
- **Added Suggested Activities:**
- **Create a Kindness Flower**
- (see Twinkl resources at end of unit)
- Participate in role-plays demonstrating acts of kindness.
- Have a Kindness Bingo Challenge where students try and complete as many of the kindness acts on the list in a week.
- See also 'Sentence Starters' and 'Matching' activities.

Going Further



Learning Intention I am learning that **Jesus taught His friends to Love One Another.**

- **Success Criteria:** I will be successful when I can:
- Explain why Jesus said to 'love one another' and
- give examples of ways that I can show love like Jesus.

Whole Group

- View *Love One Another*
- Listen to song *Love one another*

Small Group

- Inside a heart shape students will illustrate and adult scribes examples of how Jesus showed love for others. Display hearts under the banner Love One Another Like Jesus.

Read/or view the following story about St Ignatius choosing to become a kind man like Jesus on See PowerPoint

Ignatius was a Kind Man.

Ignatius was injured and had a very sore leg. When he was healing in bed he read some books about God and his son Jesus, and some very kind people called saints. Ignatius decided he wanted to be kind like Jesus too. After he became better, he went on a big walk and thought about how he could be closer to God and be kind to people whom needed help. He saw beauty in nature and began to find God in the simple things in life. Learning at school was important to St Ignatius and he went back to school and tried very hard to learn.

Later, he went to university where he met some friends called Francis Xavier and Peter Faver. They helped Ignatius in his role of being kind and they travelled to lots of places far away to teach others how to be kind and live like God and help others.

Jesuit Mission Australia is a group of people who follow St Ignatius and work to help people who need someone to be kind to them. Show/insert some images of Jesuit Mission staff from the Ignatius PowerPoint here. Insert the roaming the office interviews where **staff introduce themselves and say why they like working for Jesuit Mission.**

- Explain:

Some people in our world don't have enough food. Some people don't have enough water. Some people don't have a house to live in. Some people can't go to school.



Jesuit Mission tries hard to help these people.

Show some images of Jesuit staff and the work they do. (slideshow inserts needed here)

- **Show the photo of the child carrying water and discuss by using the following prompts.**

What do you think the boy is doing? Why? What might the boy be thinking? What might he wish for? Explain that the children had to walk a very long way and carry the heavy bucket of water. Why do you think that they have to carry the water in buckets? Have the children go outside and lift/carry a bucket of water to experience the weight.

- **Look at the second photo of the children playing happily with the tap water.**

What are the children doing? How are they feeling? Why? Who do you think helped them get water near where they live? Jesuit Mission helped them. Insert photos of JM involvement in helping those in need. (see PowerPoint).

- **Students complete a 'See, Think, Wonder' page in response to the Jesuit Mission picture slides.**
- **Discuss: Why do you think JM choose to help people in need? Insert here:**

Interview and add to PowerPoint some of the staff answering this question.

Who are their role-models?

How does St Ignatius inspire them?

Assessment Formative:

Observe students as they engage in the Kindness Circle.

Students can articulate acts of kindness they have observed.

Students recognise through discussion and a cloze activity St Ignatius as a person who became a kind person and cared for those in need.

Students demonstrate through discussion responses, the kindness in the work of Jesuit Mission in supporting those facing challenges such as poverty, lack of access to water and to education.

Observe responses to Kindness Sticks sentence starters

Observe role-plays.

Create a kindness wall and display acts of kindness.



Assessment Summative:

Students complete worksheets illustrating acts of kindness.

Students nominate role models of kind people they know and give examples of their acts of kindness.

Using prompt cards, students role-play scenarios demonstrating acts of kindness.

Students complete a 'See, Think, Wonder' page in response to the Jesuit Mission picture slides.

Reflection: Pray together

Prayer of Kindness (Based on Prayer of Generosity)

God, teach me to be kind.

To help others and to be happy.

To try hard even when I am tired.

God, I know that you love me and

So, I will try to be the best person that I can be.

Amen

Taking Action

After play break, sit and share acts of kindness that were witnessed in the playground.

- Use sticky notes to put names next to the acts of kindness and the action taken to be kind.
- In response to the work of Jesuit Mission, students consider how they too can be like St Ignatius and illustrate how they will show kindness- at home, at school, when out with parents, to people around the world who need extra love and care.

What went well?

What might you do differently next time?

Extra Resources:

40 Acts of Kindness

<https://www.twinkl.com.au/resource/40-acts-of-kindness-cards-t-tp-6957>

Kindness Storybooks read on Youtube

<https://www.youtube.com/watch?v=kAo4-2UzgPo>

<https://www.youtube.com/watch?v=i63KZkshXNY>

<https://www.youtube.com/watch?v=t-e6ITpCiNM>

<https://www.youtube.com/watch?v=BVgQ7-m0Mqw>

<https://www.youtube.com/watch?v=tfukBY71Fwo>



<https://www.youtube.com/watch?v=zJk3v3zoo24>

<https://www.youtube.com/watch?v=f2Eh0iLo7b4>

The Olive animation <https://www.ignatianspirituality.com/a-story-told-by-an-olive/>

[Ignatius of Loyola - Finding God in all things](#)

Staff Prayer: From Springboards: A deeper Ignatian Way by Father Christopher Gleeson S.J. 2020.

Lord, help me to understand that
Kindness is not just a single act,
But what I do in word and deed repeatedly
To build a climate of love around me.
Kindness is a candle to keep burning brightly.
It is respecting and encouraging others,
standing up to defend them when they face bullying and intimidation.
Help me to continue learning the lesson that
Life is about living generously in the service of others.
Life is about who I am and how I love.
May we allow the risen Christ to infuse our minds and hearts with the grace
of His kindness.
Amen

WORLD KINDNESS DAY BINGO CHALLENGE

Complete as many acts of kindness as possible by the end of the week.
Tick the acts you've completed.

Pick up rubbish in your classroom or playground.	Compliment someone on their work.	Share your pencils with a friend.	Help a friend with their class task.
Thank your teacher for their hard work.	Open the door for a teacher or a friend.	Make a card for a friend, teacher, or family member.	Listen carefully to a friend when they talk.
Water a plant.	Invite someone new to play with you at recess.	Return something that you borrowed before.	Smile at 10 people throughout the week.
Help with a job at home or in the classroom.	Draw a picture for someone to make them happy.	Include someone who is sitting alone.	Say something kind to yourself in the mirror.

KINDNESS SPEAKING CARDS

Cut out the cards below. Take turns with your classmate to pick a card.
Speak for at least 2-3 minutes per question.

What does being kind mean to you?

Can you tell about a time someone was kind to you?

How do you feel when you do something kind for others?

What is one kind thing you can do for a friend today?

How can we show kindness to animals and the environment?

What are some kind words you can say to someone who's upset?

What's one way you can show kindness at home?

Do you think being kind can make the world a better place? Why?

THE KINDNESS WAY

SENTENCE STARTERS

Think about small acts of kindness you can do and complete each sentence.

One kind thing I can do today is _____

A way I can be kind to animals is _____

If I see someone sad, I will _____

A kind word I can say to a friend is _____

I can show kindness to my family by _____

If I see someone being bullied, I will _____

One way I can take care of the environment is _____

When a friend is upset, I can _____

I can show kindness in the classroom by _____

KINDNESS MATCHING

Draw lines to match the situations with the correct actions.

A friend drops their books.

Pick it up and throw it in the bin.

Someone gives you a gift.

Show them the way to their class.

A new student is sitting alone.

Say thank you.

You see trash on the playground.

Explain the task to them.

Your parent is carrying heavy bags.

Ask if they want to talk about it.

A friend is having a bad day.

Help them pick up the books.

A neighbor's pet runs into your yard.

Offer to share your food.

A friend's pencil breaks during a test.

Help them with the homework.

A friend doesn't understand a task.

Invite them to play.

A friend is struggling with homework.

Help return the pet to its owner.

A student is lost in the hallway.

Offer them a spare pencil.

A friend drops their lunch on the floor.

Offer to help carry the bags.

KINDNESS

ROLE-PLAY SCENARIOS

Cut out the cards below. Take turns with your classmate to pick a card.
Role-play for at least 2-3 minutes per question.

A friend is feeling sad at recess.
How do you cheer them up?

Someone said something mean to you.
How do you respond in a kind way?

A classmate forgot their lunch.
How do you help?

Someone asks for help carrying things.
What do you do?

Your friend accidentally spills paint
on your work.
How do you react kindly?

You notice a classmate struggling
with a math problem.
How can you assist them?

A friend is nervous
about a presentation.
What can you do to encourage them?

You see a new student sitting alone.
*What can you say to invite them
to join your group?*

I can be kind to my friends

I can be kind to my family

I can be kind to the environment

PURPOSE

What kind of thinking does this routine encourage?

This routine emphasises the importance of observation as the basis for thinking and interpretation that follows the close looking of an image, object, video, excerpt of text, painting, photo etc. The stimulus should be evocative and engaging.

APPLICATION

When and where can it be used?

Use this routine:

- ❑ When you want students to think carefully about why something looks the way it does or is the way it is.
- ❑ Use at the beginning of a new unit to motivate student interest.
- ❑ Consider using with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas.

ASSESSMENT

How can I use this routine as an assessment?

- ❑ **See responses** → look for improvement in ability to notice details that take them deeper in the image/ object rather than getting stuck on immediate surface features.
- ❑ **Think responses** → pay attention to the kind of supports students are able to provide for their interpretations in response to the *What makes you say that?* prompt. Are they drawing on evidence to create coherent links?
- ❑ **Wonder responses** → look for questions that are more adventurous and broad rather than limited to those requiring specific factual responses.

Adapted by Alice Vigors 2017

LAUNCH

What are the steps needed for starting and using this routine?

1. **Set up** → Present the chosen image in a way that allows students to see as much detail as possible. Allow sufficient **silent time** for close observation, 2 or 3 minutes, before any talk or discussion.
2. **See** → Ask learners to state what they noticed. Emphasise we are not looking for interpretations at this stage, only what they observe. Useful prompt: *an observation is something you could actually put your fingers on within the image/object.*
3. **Think** → Ask learners what they think is going on in the image/ object. This general, interpretive question may be modified to suit what is being viewed. The goal here is to build up layers of tentative interpretation rather than merely naming the subject matter. Push for alternatives and additions → *What else is going on here? What do you see that makes you say that?* This encourages learners to provide supporting evidence.
4. **Wonder** → Ask learners what they are now wondering about based on what they have seen and have been thinking. Initially students may find it hard to separate 'thinking' from 'wondering'. Using 'I wonder...' can be useful to begin.
5. **Share the thinking** → Students generally share their thinking at each step along the way before moving on. This allows the class to build on the group's thinking at the previous stage and often results in richer discussions. It can be useful to document the thinking at each stage as it happens, although this is not always necessary.

See Think Wonder



What do you see?



What do you think is going on?



What does it make you wonder?

purpose

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Introducing
& Exploring
Ideas

 SEE <small>I notice...</small>	 THINK <small>I think that...</small>	 WONDER <small>I wonder...</small>

ST IGNATIUS OF LOYOLA

St Ignatius was born in 1491 in the city of Loyola in _____.

He had a job as a s_____

